

MARKSCHEME

May 2002

PSYCHOLOGY

Standard Level

Paper 2

Biological bases of behaviour

1. (a) Describe *two* theories of sleep.

[13 marks]

Two theories of sleep are required and if only one is described, **[7 marks]** should be the maximum number of marks available for this part of the question. Answers may be awarded marks as long as they consistently focus on the question. For example, recovery or restoration theories of sleep such as those offered by Horne or Oswald are acceptable, whereas the study of Randy Gardner is not **unless** it is explicitly placed within a sleep theory to illustrate a particular point. It is also acceptable for candidates to use evolutionary theory such as Meddis or Webb, or the biological theory proposed by Hobson. Dream theory should not be seen as relevant unless it is subsumed under an explicit theory of sleep (see below).

(b) Evaluate *each* of the two theories that you described in part (a).

[12 marks]

Both of the two selected theories should be treated to criticism since no single theory is sufficiently comprehensive to explain all facets of sleep. For example, Hobson's theory is among the most comprehensive developed so far, yet his conclusions are greeted with some scepticism by many psychologists. Similarly, most other theories neglect the important link between neurological activity and a way of imposing some sort of meaning upon images that result from such activity.

2. (a) Describe *two* structures of the brain that are involved in visual perception. (The eyes and their visual pathways may also be included as brain structures.)

[12 marks]

Candidates who describe just one relevant structure should have a maximum of **[6 marks]** awarded. The eyes and the visual pathways are deliberately mentioned in the question since many candidates in the past did not appear to know that these are integral parts of the brain. Other structures may include the optic chiasma, lateral geniculate nucleus, the visual cortex or individual cells that specialize in visual perception *e.g.* the rods or cones of the eye, or other parts of the eye. Diagrams may be accepted but these should be clear and candidates should show that they understand the particular structure; some written description should accompany these diagrams. A maximum of **[3 marks]** per structure should be awarded if no written description is attached.

(b) Discuss how *each* of the two structures that you describe in part (a) contributes to the process of visual perception.

[13 marks]

Candidates should discuss their chosen structures in relation to the process of visual perception. For example Pinel's study of human eyes shows how from the "distorted upside down, two dimensional retinal image projected upon the visual receptors lining the backs of our eyes, the visual system creates an accurate, richly detailed, three-dimensional perception". Such discussion may also include reference to accommodation and binocular disparity. Examiners should confine their marks in this section to writing that focuses on the **process** of visual perception, *i.e.* how the structures contribute to this process.

3. **Outline *one* explanation of the regulation of food intake and evaluate this explanation in relation to abnormal food intake in humans.**

[25 marks]

Regulation of food intake is generally attributed to biological mechanisms and these include the hypothalamic theory, *e.g.* Teitelbaum, the glucostatic theory in which neurones *i.e.* glucostats, fire in response to hunger, *e.g.* Carlson, lipostatic theory, in which depriving cells of lipids causes hunger *e.g.* Friedman, Tordoff and Ramirez, and positive-incentive theory *e.g.* Rolls and Rolls which is based upon the homeostatic approach. A maximum mark of ***[12 marks]*** should be awarded for outlining one explanation.

Most candidates are likely to focus on anorexia nervosa or bulimia nervosa as examples of abnormal food intake, although obesity, rumination disorder and pica may also be accepted. The biological explanations offered in the first part of the essay may be evaluated by reference to alternative explanations from the psychodynamic, behavioural, socio-cultural or cognitive approaches. Most of these are well known but examiners should be aware that the criticisms employed should be consistently focused on the explanation offered in the first part of the essay and not on alternatives.

Comparative psychology

4. (a) **Examine the characteristics of altruism in non-human animals.** *[13 marks]*

The most striking characteristic of altruism is the behaviour of animals that appears to fly in the face of traditional Darwinian theory. Instead of an individual animal constantly striving to increase its own reproductive fitness it exhibits behaviour that increases the fitness of another while decreasing its own. Candidates should make this point clearly in this part of their answer. Many different species show altruistic behaviour. Candidates may also refer, for example, to the four types of altruism identified by Krebs and Davies – kin selection, reciprocity, mutualism and manipulation. The last of these is not accepted by all ethologists since the most common example quoted is the behaviour of cuckoos. The host bird has presumably been tricked into behaving altruistically. Inclusion of Krebs and Davies is not necessary to gain full marks and alternative explanations may also merit a maximum mark.

- (b) **Assess the extent to which altruism is useful in explaining behaviour in non-human animals.** *[12 marks]*

Candidates should make a judgment about the usefulness of altruism as a concept in explaining behaviour and this should emerge from the discussion that is presented. For example, if the kin selection strategy is proposed as an explanation for the self-sacrificial behaviour in eusocial insects, then this supports the usefulness of the concept. If the apparent lack of information in explaining altruistic behaviour between species is used then this may present a case for rejecting the concept. It is probable that most candidates will opt for the retention of the concept and their case should be supported by the wide range of empirical studies that are available.

5. Examine the features that differentiate language from other forms of communication.

[25 marks]

Candidates should attempt a definition of language at an early stage in their essay in order to make their examination coherent. This will also enable them to refer to various attempts to teach basic features of language to non-humans and why these attempts cannot be counted as entirely successful. Examiners should be aware that the question does not call for long descriptions of these attempts. A very brief summary could certainly attract marks but the emphasis of the answer should be on the features that differentiate language from other forms of communication. The conceptual framework advanced by Hockett (semanticity, arbitrariness, displacement, prevarication, *etc.*) may be useful in this regard. Candidates may show that one or two of each of these concepts may be shown by individual animals, but that no other animal, apart from humans, exhibits all of them.

Candidates may also obtain credit by relevant inclusion of the controversy between Chomsky and Skinner. More recently, the 1995 work of Harley on the comparisons of language performance between apes and human children has proved valuable, as have the comments by Savage-Rumbaugh on the replacement of non-verbal signals by symbols in most of the linguistic training studies with apes.

Description of features alone should attract a maximum of *[12 marks]*. The remaining *[13 marks]* should be reserved for evaluation or a comparison of the features.

6. (a) **Explain what is meant by “imprinting” in non-human animals.** *[13 marks]*

Imprinting should be described by candidates as a special kind of learning process, usually between mother and offspring, in which an appropriate environment facilitates learning during a sensitive, but limited period. References to human attachment theory or the sensitive period for learning how to read should not be awarded marks. The studies made by each of Lorenz, Tinbergen, Zahavi or Suomi can be made relevant in the context of this question. If only the Harlow studies are presented in this part of the question, a maximum of *[6 marks]* should be given for part (a).

- (b) **Discuss the significance of imprinting for the future behaviour of non-human animals.** *[12 marks]*

Although the well known Harlow studies on baby monkeys and their artificial mothers are increasingly presented as examples of bonding or attachment, many texts in the past have regrettably labelled these as imprinting studies. Candidates who make reference to Harlow in this context should still receive marks at this time, although this should only occur if the work is explicitly linked to future behaviour.

More relevant will be those studies which examine how the prevention of imprinting has occurred and in which future behaviour can be observed and compared to similar animals which have not been deprived. Such deprivation can occur naturally in herd animals such as sheep, goats or deer, particularly with first time mothers or with orphaned offspring. In the wild such young animals are most unlikely to survive since they rarely imprint on others. The offspring of some birds can and do imprint on to other foster mothers, some of whom are most inappropriate. They in turn will not usually be successful as mating adults. Candidates may usefully refer to experimental work where ducklings are cross fostered and raised by another species of duck. The preference of the adult males of these species at mating time will be directed to the cross fostered species, whereas the females will mate with their own natural species. Animals may also imprint onto the local environment itself and this may play some important part in homing behaviour.

If only the Harlow studies are presented for part (b), the maximum should be *[6 marks]* for this part.

Delinquency and crime

7. **Examine the extent to which physiological studies have helped us to understand the influence of biological factors in the development of delinquent and criminal behaviour.**

[25 marks]

This question requires candidates to identify at least two specific physiological studies which suggest either a positive or negative correlation between biological factors and crime and delinquency. Candidates are also asked to make a judgment and evaluate the studies being used. Essays which offer only a description of two or more studies should be awarded a maximum of *[12 marks]*. Essays which use evaluation but only refer to one study should also be awarded a maximum of *[12 marks]*.

There is a substantial range of material available in the literature. Most studies focus on three areas of human physiology: the central nervous system (CNS), the autonomic nervous system (ANS) and hormonal physiology. For example, Krynicki suggests links between EEG abnormalities and violent behaviour, though Moyer found no such relationship. Many studies suggest that under or over production of brain chemicals may affect behaviour. Research (*e.g.* Olweus) investigating the relationship between testosterone and violent behaviour suggests that for both adolescents and adults there may be a relationship between testosterone levels and violence. However, Kreutz and Rose found that high testosterone levels also exist in men with no history of criminal violence. Thus the relationship is not invariable.

The candidate needs to consider the extent to which these explanations justify criminal behaviour. The physiological studies used must be relevant to delinquent and criminal behaviour. Reference may be usefully made to alternative explanations of criminal and delinquent behaviour (*e.g.* cognitive, social or psychological), but only in order to point out the limitations of physiological explanations. The focus of the essay must clearly be on the influence of biological factors.

8. (a) How do cultures vary in their definition and interpretation of delinquency and crime?

[15 marks]

Definitions and interpretations of what is criminal may change over time and between cultures. Even if one accepts that criminal behaviour is an act specifically forbidden by criminal law, criminal law itself is merely a reflection of a particular society's values and codes of conduct at a particular time in history. That is, definitions and interpretations of what is criminal may change over time.

Candidates need to recognize the complexities of defining delinquent and criminal behaviour, especially between different cultural groups. Different cultural groups may exist within one country, and even though there is one criminal law, there may be different interpretations of that law by different cultural groups. Most studies of crime relate to industrialized nations such as the United States, England and Wales, Canada and Japan. Nevertheless there are many apparent differences between countries, such as what constitutes serious crime, and the age of criminal responsibility (*e.g.* in Scotland it is 8 years, in England and Wales it is 10 years and in Sweden it is 15 years).

Candidates must refer to at least two cultures and use specific examples drawn from surveys and studies. If only general, or anecdotal, accounts of differences are given, a maximum of **[7 marks]** may be awarded.

(b) Account for cultural variations in the incidence of delinquent and criminal behaviour.

[10 marks]

Candidates are expected to present a reasoned argument as to why the incidence of delinquency and crime varies between cultures. The emphasis in this part of the question is on the social and economic factors that may lead to committing crimes (*e.g.* West's study of delinquents in England found that poverty is an antecedent to criminal behaviour, especially where some groups are relatively disadvantaged).

Candidates should also point out the importance of the group, including the differences between collectivistic and individualistic societies. Specific examples need to be drawn from studies of different cultural groups, although once again it is important to note that different cultural groups may exist within one country. Purely descriptive essays should receive no marks.

9. Describe and evaluate how the formation and maintenance of gangs influences the development of criminal and delinquent behaviour.

[25 marks]

Yablonsky outlined three types of gangs that form - social, delinquent and violent. Membership of gangs may be important for adolescents but association with delinquent peer groups may, according to differential association theory, provide the forum for learning criminal behaviour. Given the social interaction of gang members, candidates are likely to focus on social and economic factors, frustration and role-models as reasons to explain the formation of gangs. Their maintenance is more likely to be explained by reinforcement theory, value differences and culturally-transmitted behaviour. Earlier studies on peer influence include Rutter, Hirschi, West and Farrington. More recent studies (*e.g.* Agnew, Elliott *et al*) suggest an interactional effect.

Purely anecdotal essays which omit relevant theory and empirical studies should receive no marks. Essays which do not evaluate research and theory should receive a maximum of **[13 marks]**. Both the formation and maintenance of gangs should be considered in a reasonably balanced manner.

Dysfunctional behaviour

10. Compare the behavioural and the biomedical models of dysfunctional behaviour.

[25 marks]

To answer this question candidates are required to present the similarities and the differences between the behavioural and the biomedical models of dysfunctional behaviour. This may be achieved through identification of the underpinning assumptions of each regarding both normality and abnormality, and a consideration of resultant implications. A variety of material may be appropriately discussed, *e.g.* assumptions re aetiology, approaches to treatment, ethical implications, *etc.* Similarities may then be discussed, *e.g.* directive interventions, reductionist in approach, loss of responsibility for client/patient actions, *etc.* Differences may include, for example, focus on differing aspects of functioning, high “success” rate for certain disorders for behavioural therapies, *cf* frequent lack of “cure” for medical interventions, *etc.*

Answers meriting marks in the higher bands must consider each approach in addition to both similarities and differences between them. Award a maximum of **[12 marks]** for purely descriptive accounts of each approach.

11. (a) Describe therapies based on the cognitive approach to understanding dysfunctional behaviour.

[13 marks]

An answer demonstrating knowledge and understanding of cognitive therapies should outline the aim, *i.e.* to alter people's illogical or irrational thinking, in order to control behaviour and emotion. Relevant therapies may include some or all of the following: Beck's cognitive restructuring therapy, Ellis's rational emotive behaviour therapy, Meichenbaum's self-instructional training, Kelly's personal construct therapy.

Other therapeutic techniques which include elements of cognitive processing may be included, *e.g.* Brief Focused Therapy, if the cognitive element is clearly identified.

Candidates will have to decide whether to opt for breadth or depth of content detail. At least 2 types of cognitive therapy should be described, looking at key concepts, assumptions regarding treatment, *etc.*

If only one relevant theory is described, award a maximum of **[7 marks]**.

(b) Evaluate the effectiveness of the therapies you have described in part (a).

[12 marks]

Effectiveness may be discussed in relation to a range of applications – depression, anxiety disorders, stress *etc.*, and success rate, *e.g.* cognitive therapies have been shown to be as effective as drug treatments but, importantly, lower relapse rates occur if cognitive therapy is used in conjunction with medication. Effectiveness of this type of therapy may also be considered in relation to other forms of intervention. Better quality answers may well acknowledge the difficulty in deciding what makes an intervention effective and the consequent ethical implications of testing when using the necessary control group. Award a maximum of **[6 marks]** if only one therapy is evaluated.

12. Describe and evaluate ways of defining “abnormality”.

[25 marks]

A starting point for answering this question will probably be the acknowledgment of the lack of a single, universally acceptable definition of abnormality. This should be followed by a logically constructed essay describing **and** evaluating alternative definitions of the term. Better quality answers will probably also point out the reason for defining abnormality – the need to identify those individuals whose behaviours necessitate intervention.

A variety of material could be offered ranging from attempts to provide criteria indicating the presence of a psychological disorder, *e.g.* Rosenhan and Seligman, to separate considerations of statistical frequency, violation of moral standards, deviation from the expected, personal suffering and distress, *etc.* A discussion of cultural and subcultural differences in the determination of abnormality could also be appropriate.

A sound answer will include reference to psychological theory and research and will provide appropriate examples in order to support assertions. A conclusion looking at the implications, *i.e.* the need for a reliable and valid way of identifying individuals requiring help, will probably characterize answers in the higher mark bands – those providing thoughtful evaluation of attempts at definition. Answers merely listing possible criteria without attempting evaluation, should attract a maximum of **[12 marks]**.

The psychology of gender

13. Compare *two* main theories of gender identity development.

[25 marks]

Candidate choice of theory may include cognitive-developmental theory (including gender schema theory), social learning theory, and psychoanalytic theory. The biological explanation may be used if the various strands of research are coherently combined to demonstrate understanding of the approach's position on gender identity formation. A competent essay should define gender identity and acknowledge the inherent issue prompting study in this area – the attempt to explain the role of social/environmental and of biological factors in gender acquisition. An explicit comparison of similarities and differences is required in this question. Candidates merely describing theories should attract a maximum of ***[13 marks]*** for a detailed description of **both** selected theories. Similarities and differences may focus on, for example, availability and range of evidence, stance on reductionism, stage or non-stage theory, shared concepts such as identification, and so on. Essays attracting marks in the highest bands should display an understanding of the complexity of the issue, and are likely to consider the need for an interactionist approach to understanding gender acquisition.

14. A gender role may be defined as a set of prescriptive culture-specific expectations about what is appropriate for women and for men.

Using relevant psychological research *and/or* theory, examine the impact of gender role on interpersonal relationships.

[25 marks]

This question requires the candidate to provide informed opinion on the impact of gender-role related expectations on relationships between individuals. An appropriate answer would be one describing cross-cultural variation in the relationships between identified individuals, offering an explanation for such differences grounded in psychological theory and/or research. Expect a range of appropriate material demonstrating cultural variations in interpersonal relationships but note that cultural differences may also include sub-cultural in addition to between-cultural variation.

Research has demonstrated, for example, a difference in communication styles between daughters and mothers as compared to that between daughters and fathers, (Noller and Callan, 1991), mothers and sons frequently experiencing greater conflict than sons and fathers, yet both sons and daughters enjoying greater openness with their mothers than with their fathers, (Field, *et al.*, 1995). Van Aken and Riksen-Walraven's (1992) observational study of parental support in the development of competence among young children indicates "how parenting practices may contribute to approval-seeking behaviour in girls and greater confidence and intrinsic motivational orientation in boys, and thus helps specify some of the mechanisms at work in developing a distinct gender identity" (Nuala Quirey).

Research has also demonstrated both behavioural and psychological differences in men's and women's same-sex friendships, with women engaging in more intense, intimate relationships and men reporting more casual friendships.

More able candidates may well be able to relate such evidence to psychological theory, probably cognitive or social learning, in order to produce a well-organized, clearly expressed and highly appropriate response to the question.

Responses clearly explaining how culturally determined gender roles "prescribe" appropriate attitudes, behaviours, beliefs, *etc.* which then inform the ways in which individuals relate and which are supported by relevant psychological material, should be awarded marks in the highest bands.

Answers merely describing gender role related differences in relationships should attract a maximum of [8 marks]. Essays offering purely anecdotal responses devoid of psychological research/theory should not be awarded marks.

15. (a) **Describe the methodology and findings from *one* piece of research into psychological androgyny.** **[13 marks]**

For the maximum **[13 marks]**, candidates are required to provide detailed knowledge of both the methodology employed and the research findings. Responses should include a clear definition of the concept of psychological androgyny. Many candidates will choose to write about the work of Sandra Bem and should include reference to the BSRI, (Bem Sex Role Inventory) although other research may be made relevant to the question.

Award a maximum of **[6 marks]** for description of either methodology or of research findings.

- (b) **Discuss the implications of this research for our understanding of gender role.** **[12 marks]**

Research into androgyny suggests any individual can possess both feminine and masculine attributes, regardless of biological sex. This has implications for the origins of gender role (nature versus nurture debate) and also for the possibility of change, *i.e.* implies (adopting a cognitive framework) that gender identity could be reformulated by individuals through the equal acquisition of both masculine and feminine attributes.

Implications which may be considered could include exposure to stereotypes in childhood, and the potential for stress caused for both women and men in trying to live up to conventional gender roles – thus need for different “messages” about acceptable gendered behaviours? Award high marks in this section for an informed attempt to consider possible implications arising from research into androgyny. Purely anecdotal responses should receive no marks.

Intelligence and personality

- 16. Critically consider the difficulties in arriving at a universal definition of intelligence.**

[25 marks]

The question encourages candidates to take a critical look at attempts to define intelligence and the universality of such definitions. Well prepared candidates will consider the complexities involved, given the multiplicity of definitions, such as the ability to think abstractly, the ability to solve problems in everyday life, or simply “what intelligence tests test”. Even the label itself, which implies a “reification” is questionable, since intelligence may be seen as a construct. From a cross-cultural viewpoint, an intelligent action in one setting may be seen as inappropriate in another. Historical and political considerations may be included.

If candidates discuss IQ testing, it must be clearly related to the question. For example, candidates may discuss the difficulties involved in the development and use of culture free/fair tests, with the associated difficulties of standardization and validity.

No marks can be awarded to candidates who merely describe theories of intelligence without using such data as evidence of the problems involved in agreeing what intelligence is.

- 17. (a) Describe one trait theory of personality.**

[13 marks]

The candidate could begin by defining trait theory (suggesting that an individual has a predisposition to respond to situations in a consistent way; unique set of personality traits) and providing a description of any trait theory such as Allport’s, Cattell’s, Eysenck’s, in which stability and consistency are emphasized.

- (b) Evaluate the strengths and weaknesses of the trait theory of personality described in part (a).**

[12 marks]

Some of the strengths of trait theory that could be mentioned are its predictive value, supportive research and the usefulness of applications associated with it. Weaknesses include reductionism (*i.e.* labelling does not explain behaviour) and the fact that innate differences may be overvalued. Answers falling in the higher band should demonstrate clear evaluation of the chosen theory. These may include methodological, cross-cultural and situational factors.

18. Describe and evaluate *two* methods of measurement of intelligence. [25 marks]

A general introduction discussing psychometric testing may include some theoretical background about the measurement of intelligence and this could earn marks, but the question is not about theories as such.

Methods of intelligence testing may be classified in a number of ways such as individual, group or factor analysis. Candidates should take two of these methods to describe and evaluate. The emphasis is on depth of understanding rather than a broad overview. Candidates may refer to standardization, ease of administration, depth of information provided, validity and reliability or other related criteria. Candidates who merely describe without evaluating two methods of intelligence testing may not be awarded more than **[13 marks]**.

Lifespan psychology

- 19. To what extent can adolescence be considered a social construction? Refer to psychological theory and/or research in your answer to this question. [25 marks]**

This is a question inviting candidates to make a judgment about the debate concerning the existence and the origins of the developmental period known as adolescence. It requires a definition of the term adolescence, with an acknowledgment of the issues under debate within a psychological frame of reference. The work of Kessen and of Elkind will be useful for this.

Appropriate content could include cross-cultural research suggesting that the experience of adolescence may vary, for example, Margaret Mead – cultural relativism which seems to imply adolescent turmoil is not universal; Ruth Benedict; Bronfenbrenner – child rearing patterns in the USSR and the US.

However, such research should be explicitly evaluated. Reference to “stage” theories such as that of Erikson (expanded by Garcia), may also be usefully considered but again should be explicitly evaluated and related to the question.

As a variety of responses may be offered to this question, ranging from a discussion of the cultural invention of age periods such as childhood and adolescence, to specific theories of adolescence *etc.*, look for answers focusing on psychological explanations/research when awarding marks in the higher bands.

For marks in the top band, look for a well-supported argument offering clear critical evaluation, arriving at a judgment about the social construction of adolescence.

- 20. (a) Describe *one* developmental theory of adulthood. [13 marks]**

Part (a) is a straightforward request for a detailed account of one theory of adulthood. Relevant theories could be, for example, the stage theories of Levinson and of Gould and also Abigail Stewart’s idea of stances linked to SLT. The final stages of Erikson’s theory would also be acceptable if sufficient detail is provided.

- (b) Compare the theory described in part (a) with an alternative explanation of changes in adulthood. [12 marks]**

Content may include for example, shared emphasis on stages *i.e.* areas of agreement, *e.g.* the establishment of intimacy, making career choices; cognitive changes; a comparison of availability of evidence; methodological criticisms, such as cohort effects. Alternatives to theories of adulthood may include theories of adaptation. To achieve marks in the higher bands, candidates must include discussion of both similarities and differences.

21. Describe and evaluate psychological studies of *two* or more changes in identity in adulthood.

[25 marks]

Candidates are being asked to identify major events occurring in adulthood which are likely to have an impact on the individual's sense of identity. Such events are then to be evaluated in relation to relevant research and theoretical explanation. Candidates are likely to be familiar with, and attempt to include the Holmes and Rahe SSRS which investigates the impact of life events in general but a more focused answer will investigate specific events which, it may be argued, can have a powerful impact on the self-concept. Events and theorists/research which may be selected could include, for example, unemployment - Maslow, Hendry, Fryer, Buss and Redbury; parenthood - Turner and Helms, Bee and Mitchell, Lenne; divorce - Bohannon, Chiriboga, Cargam and Melko; loss and bereavement - Erikson, Kubler-Ross, Murray-Parkes, Fulton. Ageing and loss of health could also be made relevant in this question.

Essays which are purely anecdotal, "common sense" answers omitting relevant research and theory, should receive no marks. Answers omitting evaluation should attract a maximum of ***[13 marks]***. Those responses meriting marks in the higher bands will demonstrate detailed knowledge and evaluation of appropriate research and theory into life events, showing the extent to which they may affect identity.

The migrant, sojourner and tourist experience

- 22. With reference to empirical studies explain the psychological distinction between how immigrants and refugees are affected by the migration experience.**

[25 marks]

Candidates should construct a comparative account of how two categories of migrants (immigrants and refugees) differ in their psychological reaction to new cultures. Empirical evidence must be included in the essay. Essays which do not include empirical studies can only gain a maximum of **[10 marks]**. A clear distinction between the migration experience of immigrants and refugees is expected. Some possible differences might include for *immigrants* the emphasis upon permanent relocation, adaptation to host society's norms and customs; while for refugees the experience of resettlement may share some of the above characteristics but within a society that is unfamiliar or unattractive to them. This is markedly different from the immigrant situation. Each group's **psychological** reaction to these conditions and expectations should be carefully explored for full marks.

- 23. (a) What suggestions do psychologists have for improving cultural mediation?**

[15 marks]

Expect a diverse response to this question. Candidates should define in an explicit manner what cultural mediation is. Their understanding of this term should not be implied but be clear from the very beginning of the essay. Much of the research on cultural mediation focuses on the training of individuals before departing to a foreign environment. This training may include, in addition to linguistic skills, an understanding of NVC (including the meaning of smiles and gestures, body postures, gaze, hand movements, clothing, body adornment, cosmetics, *etc.*); an appreciation of varying concepts of time; and the acquisition of social skills specific for the target culture. There are others as well. Research studies should be included for maximum marks.

- (b) Why are sojourners often very effective as cultural mediators?**

[10 marks]

Candidates can include research which indicates that sojourners often are formally prepared in advance for their experience abroad (in contrast to refugees and immigrants who commonly are thrust into their experience). Pre-departure knowledge and training plus a strong motivation to live in the host culture contributes to better cultural mediation. Answers which are based on *actual* psychological research, rather than anecdotal commentary, will gain higher marks.

24. **What are mental maps and what effect do they have on a tourist's experience abroad? Use research studies to support your answer.**

[25 marks]

Well-prepared candidates should be able to construct an essay which discusses cognitive maps, schema, *etc.* and how these may affect our experiences abroad. The concept of mental maps (cognitive maps) has received a fair amount of attention in various fields of psychology. Candidates may mention the pioneering work done in this field by Tolman in 1948 and subsequent research which suggests that mental maps are temporarily and spatially organized. The task for candidates is to offer a sound definition of mental maps and to apply this definition to the phenomenon of tourism. Mental maps shape our attitudes toward foreign environments and are often characterized by an emotive association. Candidates should indicate the significance of mental maps for cross-cultural instruction. The causal relationship between attitudes and behaviour abroad might also be explored if correctly linked to mental maps. This concept is highly significant for cross-cultural interaction. In this essay candidates should include **research studies** which illustrate this importance. Anecdotal material should receive no marks.

Organisational psychology

25. Examine negotiating and bargaining strategies that are used within organizations.

[25 marks]

Candidates should indicate clearly that the representatives of the separate parties to a negotiation process in an organization come with different frames of reference. Managers may see themselves as concerned with resisting the excessive demands of increased wages by the worker, and defending the future of the company and the interests of the shareholders. The union representative may have a self-imposed task of seeking a justifiable claim on behalf of the workers. Both sides will attempt to manipulate the media and the media itself will often be responsible for interfering in the bargaining process. Credit should also be awarded for work that focuses on mediation or a conclusion of the bargaining process.

A further strategy will be to appeal to the norms of the respective groups that have selected their own negotiator, for example, the norms of the workers' group, according to Pugh, have an interest in horse-racing, an ability to mend cars, and suggests a lad who sticks up for his mates, a worker whose advancement chances are limited and whose perceptions of social norms different from his own will be limited. The management norms emphasize efficiency, increased productivity and efficiency, self-advancement through promotion, social progress and approval from others. It is these norms that will be used by representatives as they seek to bargain a settlement for their side. Brinkmanship will also involve threats of redundancies, management walk-out, strikes and reduction of wages.

If the answer is limited to descriptive writing alone, then the maximum *[12 marks]* should be used.

26. Analyse ways in which

(a) intrinsic

[13 marks]

and

(b) extrinsic

[12 marks]

motivation are used by organizations.

Much of the earlier explanation for motivation was extrinsic reward, primarily money. However, even where wages were increased it was noted that productivity did not increase in parallel, nor did the introduction of such matters as the provision of canteens, showers or other extrinsic attributes help much further. It was the application of Maslow's theories to organizations that addressed intrinsic motivation, although such theories have been criticized by Blunt as being biased towards American middle class values. The Islamic consideration of human psyche has more to do with satisfaction, full security, repentance and self-consciousness so that, for example, Indian and Kenyan norms encourage managers to prioritize security needs. Examiners should be aware that it is not necessary for candidates to use cross-cultural references to obtain full marks, but if they do then credit should be given.

Candidates may also use the well known Herzberg two factor theory of context and content which are respectively events that lead to satisfaction and dissatisfaction at work. In more recent times there has been an increasing recognition by firms to accept that many individuals are not motivated just by money or lack of job security, but wish to make a meaningful contribution towards challenging work. The provision of a reasonable challenge will be seen as cause for the promotion of motivation.

27. Discuss the relationship between structure and function within organizations.

[25 marks]

Candidates may indicate that there has been a tendency to make structures flatter within organizations and a concomitant tapping of expertise and knowledge which makes for fast, effective decision-making. The downside of such a structure should also be identified as a lengthening of the span of control. There are also fewer opportunities for the training and development of future managers and fewer chances of promotion or achievement. Formal organizations result in line management structures with authority notionally flowing down from managing director to managers, section leaders, supervisors and other staff.

There is also a tendency for some organizations to appoint project teams with the release of members from different sections to form a team to tackle a specific short-term task. These teams function outside the formal structure of the organization and when they are reassigned they go back to their own jobs to which they may bring new skills. A different structure that emanates from project work is the matrix organization which is particularly favoured by higher educational institutions. Some criticisms have been made of such structures, particularly by Bartlett and Ghosal who suggest that matrix structures are unmanageable; they lead to conflict and confusion where the proliferation of channels of communication leads to information log-jams and overlapping responsibilities result in loss of accountability.

Award minimal marks for responses omitting reference to psychological theory.

Social psychology

- 28. Using empirical research compare *two* theories of interpersonal attraction.**

[25 marks]

There are numerous theories of interpersonal attraction (*e.g.* proximity, physical attractiveness, matching and deficit theories, *etc.*) from which candidates are asked to select two. A comparison between the two theories is required which means similarities and differences must be included in a balanced manner. Empirical research is required. Essays which lack satisfactory inclusion of empirical studies for both theories should receive no marks. This may be a popular question but marks can only be gained for sound psychological argument.

- 29. (a) What are attitudes and how are they formed?**

[13 marks]

Attitudes have been defined in several ways but are typically characterized by a component structure approach. Candidates can use any appropriate definition as long as it is a psychological one. In addition for part (a) the essay should explain how attitudes are formed. Again, there are several theories (*e.g.* contact hypothesis, persuasion, and cognitive dissonance) and a discussion of any of the relevant ones is warranted.

- (b) Why is the relationship between attitudes and behaviour controversial?**

[12 marks]

Higher marks should be awarded to essays which explore whether there is any real clear linkage between attitudes and predictable behaviour. The existing psychological literature is controversial in this respect. There are some research studies which indicate that the relationship is very weak (La Piere, for instance) and that there are other variables which intervene to produce this weak linkage. On the other hand, there are certain conditions in which the relationship between attitudes and behaviour may be stronger (for example, voting behaviour). Candidates must explain the controversial nature of this relationship for full marks **[12 marks]**.

30. To what extent are prejudice and discrimination the result of psychological processes?

[25 marks]

In this question candidates should develop an argument which explores the relationship between prejudice and discrimination and various psychological processes. At the beginning of their essay candidates should make some differentiation between prejudice and discrimination, implying, for example, that prejudice is based on biases in information processing and perception, while discrimination is a manifestation of prejudice (either overt or subtle).

Discrimination can find expression in failure to take action, tokenism, aversion and exclusion. In this question the psychological processes associated with prejudice and discrimination need to be articulated. Candidates may construct an argument which is based on information processing and social perception theories. Thus, the research of Taylor and Fiske (salience), Fazio *et al.* (use of positive and negative information), Hofstede, Triandis (influence of peer group norms), self-serving biases (*e.g.* Bradley, Snyder, Bond), and group serving biases (Brislin and Pederson) might be included. Award high marks for essays which clearly answer the question “to what extent...?”.
